

## Northern AZ Academy for Career Dev. - Taylor

Tom Horne, Superintendent of Public Instruction

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1300 North Centennial Blvd, Taylor, AZ 85939

Northern Arizona Academy for Career Development, Inc.

#### AZ LEARNS<sup>1</sup>

## High School Achievement Profile (a)

2004-05 Performing

2003-04 Performing

2002-03 Small School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

# Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

#### School Overview

Principal/Administrator: Ms. Kathy Doucette-Edwards

Schedule: 07:45 AM to 04:00 PM

Grades : 9-12 2005 Enrollment : 66

Web Address: naacharter.org
Phone Number: (928) 536-4222
Fax Number: (928) 536-4441

E-mail: kedwards@naacharter.org

#### Mission

Northern Arizona Academy (NAA)is a North Central Accredited charter high school. The NAA vision is to be recognized as a leading non-traditional educational model that prepares students for an ever-changing world. Our mission is to provide students with the resources to develop academic, social, emotional, physical and cultural skills necessary to become responsible citizens who are life long learners and problem solvers.

#### No Child Left Behind

## Adequate Yearly Progress (b)

2004-05 Met

2003-04 Met

2002-03 Met

## School Improvement Status (b)

2004-05 N/A

2003-04 Out of Improvement

2002-03 Year 1

(b) For additional information, please refer to the AYP page in this report card.

#### School / Academic Goals

- Ü Students will improve reading skills as evidenced by a 5% increase in meeting or exceeding AIMS and/or District assessments.
- Ü Students will improve math skills as evidenced by a 2.5% increase in meeting or exceeding AIMS and/or District assessments.

#### Enrollment

October 1, 2004 School Year Student Enrollment: 70

Accepting New Students in 2005-06 Under Open Enrollment Law : Yes Number of Students Attending Under Open Enrollment in 2004-05 : 70

#### Northern AZ Academy for Career Dev. - Taylor

ü	Experiential Learning Opportunities
ü	Integrated Technology
ü	School to Work Programs
ü	Integrated Curriculum
ü	Global Positioning/Information Systems
ü	Individual Learning Plans
ü	Northland Pioneer College
ü	NAVIT

#### Calendar Information

Instructional Programs

Number of Instruction Days: 181

Average Daily Instruction Time: 6 hours 10 minutes

First Day of School: 8/8/2005 Last Day of School: 5/25/2006

#### **Shared Responsibilities**

#### School

Maintain a positive and safe place to learn.

Maintain and promote high standards of academic achievement.

Communicate regularly with parents and students.

Provide opportunities to challenge students and reinforce learning.

Actively work towards the goal of achieving excellence in our school.

Provide prevention/intervention referrals to community agencies.

#### **Parents**

Make sure students attend school regularly and promtly each day.

Ensure students bring necessary materials to school.

Ensure students have a quiet place at home to study.

Have a positive attitude about education.

Participate in parent/teacher conferences and other school sponsored activities.

Encourage student participation in prevention/intervention services recommended by staff.

#### **Transportation Policy**

NAA is an open enrollment school with no defined boundaries. Transportation is provided for students from designated areas. Transportation is a privilege that can be revoked if bus rules are violated. Parent/Student Handbook provides detailed expectations. Alternative arrangements may be made to suit the student. Mileage stipends for families/students that transport themselves from outlying areas where transportation is not provided may be available.

School Honors	
Awards or Special Recognition Received By the School, S	Staff or Students
Award/Honor	Year
ü North Central Association Accreditation	2003
ü NPC Presidential Scholarship Recipient	2002
$\ddot{ extsf{U}}$ Science teacher chosen for National GPS/GIS Program	2004

## Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 3

## 10th Grade

Mathematics	#	<sup>‡</sup> Teste	ed	%	Teste	ed		MSS		%	6 FFB			% A		%	6 Met		% Ex	xceed	ded
ati.o.i.iatioo	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ
All Students	20	44	69846	83	94	100	668	666	699	62	65	21	0	5	11	38	30	49	0	0	18
All Students (Prior Year)	16	25	65934	100	100	100	453	451	492	86	91	43	14	9	18	0	0	24	0	0	15
Female	13	27	34328	100	100	99	679	676	702	38	50	19	13	10	12	50	40	51	0	0	18
Male	NC	19	35509	NC	86	100	NC	656	696	NC	73	23	NC	9	11	NC	18	48	NC	0	18
African American			3535			100			677			31			15			46			8
Hispanic	NC	NC	23363	NC	NC	100	NC	NC	680	NC	NC	32	NC	NC	16	NC	NC	45	NC	NC	7
Asian/Pacific Islander			1742			99			733			8			7			46			38
American Indian/Alaskan Native	NC	16	4785	NC	100	100	NC	664	671	NC	67	39	NC	17	17	NC	17	39	NC	0	5
White	18	22	36421	82	85	99	668	668	714	64	62	12	0	0	8	36	38	54	0	0	26
Students with Disabilities	NC	10	7690	NC	83	100	NC	630	593	NC	100	64	NC	0	14	NC	0	21	NC	0	2
Students without Disabilities	14	36	62220	82	100	99	682	677	712	40	50	16	10	13	11	50	38	53	0	0	20
Limited English Proficient Students			5834			100			612			46			20			31			3
Migrant Students			117			NA			677			44			18			35			3
Economically Disadvantaged	11	13	21421	92	68	92	664	664	686	57	56	35	Ō	11	15	43	33	43	Ō	0	7
Non-Economically Disadvantaged	10	33	48489	83	100	100	672	667	704	57	67	15	14	8	10	29	25	52	ō	0	23

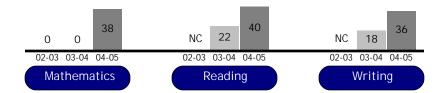
Reading	#	Teste	ed	%	Teste	ed		MSS		%	6 FFB			% A		%	6 Met		% E:	xceed	ded
3	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ
All Students	21	35	71311	88	78	100	677	671	694	20	27	7	40	41	21	33	23	63	7	9	9
All Students (Prior Year)	18	27	68162	100	100	100	464	464	509	56	56	18	22	22	24	22	22	51	0	0	8
Female	11	17	34899	85	74	100	687	669	700	14	18	5	43	55	19	29	18	66	14	9	10
Male	10	18	36430	91	82	100	667	672	688	25	36	9	38	27	22	38	27	61	0	9	8
African American	==		3573			100			676			9			26			60			4
Hispanic	NC	NC	24056	NC	NC	100	NC	NC	672	NC	NC	13	NC	NC	31	NC	NC	53	NC	NC	3
Asian/Pacific Islander			1731			98			717			3			13			68			16
American Indian/Alaskan Native	NC	10	5110	NC	77	100	NC	649	661	NC	20	14	NC	60	38	NC	20	46	NC	0	2
White	19	22	36841	86	85	99	677	683	713	23	27	3	38	33	12	31	27	72	8	13	13
Students with Disabilities	NC	NC	8021	NC	NC	100	NC	NC	590	NC	NC	27	NC	NC	42	NC	NC	29	NC	NC	1
Students without Disabilities	15	26	63379	88	79	100	692	687	707	9	13	5	36	44	18	45	31	68	9	13	10
Limited English Proficient Students			6402			100			596			25			44			30			1
Migrant Students			548			NA			659			26			36			38			0
Economically Disadvantaged	11	13	22243	85	68	93	672	666	677	13	20	14	50	50	32	38	30	51	0	0	3
Non-Economically Disadvantaged	10	22	49157	91	85	100	682	675	702	29	33	4	29	33	16	29	17	69	14	17	11

Writing	į	# Teste	ed	%	Teste	ed		MSS		ç	% FFE			% A		9,	6 Me	t	% E:	xcee	ded
······································	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ
All Students	20	34	70868	83	76	100	648	647	688	21	19	5	43	52	23	36	29	63	0	0	9
All Students (Prior Year)	17	25	67629	100	100	100	446	448	524	65	56	22	18	24	16	18	20	59	Ō	0	3
Female	11	17	34710	85	74	99	675	659	697	0	9	3	57	64	19	43	27	66	0	0	12
Male	NC	17	36176	NC	77	100	NC	634	678	NC	30	7	NC	40	27	NC	30	59	NC	0	7
African American			3557			99			675			7			25			62			6
Hispanic	NC	NC	23868	NC	NC	100	NC	NC	670	NC	NC	9	NC	NC	33	NC	NC	55	NC	NC	4
Asian/Pacific Islander			1732			98			713			2			12			64			22
American Indian/Alaskan Native	NC	10	5001	NC	77	100	NC	651	661	NC	0	9	NC	80	41	NC	20	48	NC	0	2
White	18	21	36710	82	81	99	645	649	702	25	21	2	42	43	15	33	36	69	Ō	0	13
Students with Disabilities	NC	10	7900	NC	83	100	NC	597	580	NC	67	22	NC	33	49	NC	Ō	28	NC	0	1
Students without Disabilities	13	24	63054	76	73	99	675	667	701	0	0	3	50	60	20	50	40	67	Ō	0	10
Limited English Proficient Students			6308			100			591			19			47			33			1
Migrant Students			540			NA			658			16			42			41			1
Economically Disadvantaged	11	13	21994	85	68	92	633	637	673	25	20	10	38	50	36	38	30	52	Ō	0	3
Non-Economically Disadvantaged	NC	21	48960	NC	81	100	NC	655	694	NC	18	3	NC	55	18	NC	27	67	NC	0	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## Recent Trends in Student Proficiency on the State Standards (AIMS Test)

## 10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

#### ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

	Met Percent Tested?	Υ
	Met Test Objectives?	Υ
AYP Determination	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Υ
	Made AYP?	Yes

#### Glossary:

#### **Adequate Yearly Progress**

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

#### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

#### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

#### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

#### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

#### **Achievement Test Results**

#### Stanford 9 and TerraNova/AIMS DPA

		:	2002-200	O3 (SAT9	9)		2003-20	O4 (SAT	9)	2004-2005 (TerraNova)					
Grade	Content Area	%	Score	D	AZ	%	Score	D	AZ	%	Score	D	ΑZ		
	Reading	NC	NC	28	41	78	29	NA	42	93	37	35	51		
9	Language	NC	NC	17	42	78	20	18	42	93	27	26	50		
	Mathematics	NC	NC	41	60	78	44	38	63	86	31	32	50		

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (- -) to indicate "no data available."

	School	Site Council		
Council Composition			Council D	uties
School Administrator(s)		ü		
Non-certified Employee(s)		ü		
Teacher(s)		ü		
Parent(s)		ü		
Community Member(s)		ü		
Student(s)		ü		
	fing Information			
Position	Number	Pos	sition	Number
Administrator	1.50		acher	2.75
Other Professional Staff	.50		acher Aide	1.00
Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	1	0	0
4 to 6 years	2	0	0	0
7 to 9 years	0	0	0	0
10 or more years	0	0	0	0
			ear 2004-05 57	
Figr Fore academic classes taught by Highly Quali Feachers with Emergency Certificaton. Fercent of teachers in the school with Emerg Fercent of core classes not taught by Hightly	fied (NCLB) teache	ers. ertification		
Fore academic classes taught by Highly Quali Teachers with Emergency Certificaton. Percent of teachers in the school with Emerg	fied (NCLB) teache	ers. ertification s	57 .75 17% 14%	
Fore academic classes taught by Highly Quali Teachers with Emergency Certificaton. Percent of teachers in the school with Emerg	fied (NCLB) teache ency/Provisional C Qualified Teacher Resources Ava	ers. ertification s	57 .75 17% 14%	
Fore academic classes taught by Highly Quali Teachers with Emergency Certificaton. Percent of teachers in the school with Emerg	fied (NCLB) teache ency/Provisional C Qualified Teacher Resources Ava	ers. ertification s ilable at Scho	57 .75 17% 14% pol Site	
Fore academic classes taught by Highly Quali Feachers with Emergency Certificaton. Percent of teachers in the school with Emerg Percent of core classes not taught by Hightly	fied (NCLB) teache ency/Provisional C Qualified Teacher Resources Ava	ers. ertification s ilable at School	57 .75 17% 14% pol Site	
Fore academic classes taught by Highly Qualifeachers with Emergency Certificaton.  Forecent of teachers in the school with Emergercent of core classes not taught by Hightly  Greenhouse/Landscaping	fied (NCLB) teacher ency/Provisional C Qualified Teacher Resources Ava Specia	ers. ertification s ilable at School	57 .75 17% 14% pol Site ing Systems	
Fore academic classes taught by Highly Qualifeachers with Emergency Certificaton.  Forecent of teachers in the school with Emergercent of core classes not taught by Hightly  Greenhouse/Landscaping	fied (NCLB) teacher ency/Provisional C Qualified Teacher Resources Ava Specia	ers. ertification s ilable at Scho al Facilities ü A+ Learn cular Activiti	57 .75 17% 14% pol Site ing Systems	
Fore academic classes taught by Highly Qualifeachers with Emergency Certification.  Percent of teachers in the school with Emergivercent of core classes not taught by Hightly  Greenhouse/Landscaping  Media Center/Library	fied (NCLB) teacher ency/Provisional C Qualified Teacher Resources Ava Specia	ers. ertification s ilable at Scho al Facilities ü A+ Learn cular Activiti	57 .75 17% 14%  pool Site  ing Systems  es  nd Rock Climbing	
Core academic classes taught by Highly Qualifeachers with Emergency Certificaton.  Percent of teachers in the school with Emergercent of core classes not taught by Hightly  Greenhouse/Landscaping  Media Center/Library  Community Based Projects	fied (NCLB) teacher ency/Provisional C Qualified Teacher Resources Ava Specia	ers. ertification s ilable at Scho al Facilities ü A+ Learn cular Activiti ü Hiking ar	57 .75 17% 14%  pool Site  ing Systems  es and Rock Climbing /Club	
Fore academic classes taught by Highly Qualifeachers with Emergency Certification.  Forecent of teachers in the school with Emergercent of core classes not taught by Hightly  Greenhouse/Landscaping  Greenhouse/Library  Community Based Projects  Extreme PE	fied (NCLB) teacher ency/Provisional C Qualified Teacher Resources Ava Specia	ers. ertification s ilable at Scho al Facilities Ü A+ Learn cular Activiti Ü Hiking ar Ü Ski Trips,	57 .75 .75 .17% .14%  DOI Site  ing Systems  es and Rock Climbing /Club mmittee	
Fore academic classes taught by Highly Qualifeachers with Emergency Certification.  Percent of teachers in the school with Emergivercent of core classes not taught by Hightly  Greenhouse/Landscaping  Media Center/Library  Community Based Projects  Extreme PE  Individual Tutoring	fied (NCLB) teacher ency/Provisional C Qualified Teacher Resources Ava Specia	ers. ertification s ilable at Scho al Facilities Ü A+ Learn cular Activiti Ü Hiking ar Ü Ski Trips, Ü Prom Cor	57 .75 .75 .17% .14%  DOI Site  ing Systems  es and Rock Climbing /Club mmittee	
Fore academic classes taught by Highly Qualifeachers with Emergency Certification.  Percent of teachers in the school with Emergivercent of core classes not taught by Hightly  Greenhouse/Landscaping  Media Center/Library  Community Based Projects  Extreme PE  Individual Tutoring	fied (NCLB) teacher ency/Provisional C Qualified Teacher Resources Ava Specia	ers.  ertification s  ilable at Scho al Facilities    Ü A+ Learn  cular Activiti    Ü Hiking ar    Ü Ski Trips,    Ü Prom Cor    Ü Yearbook al Services	57 .75 .75 .17% .14%  DOI Site  ing Systems  es and Rock Climbing /Club mmittee	
Core academic classes taught by Highly Qualifeachers with Emergency Certification.  Percent of teachers in the school with Emergerement of core classes not taught by Hightly  Greenhouse/Landscaping  Media Center/Library  Community Based Projects  Extreme PE  Individual Tutoring  Forestry Program	fied (NCLB) teacher ency/Provisional C Qualified Teacher Resources Ava Specia	ers.  ertification s  ilable at Scho al Facilities    Ü A+ Learn  cular Activiti    Ü Hiking ar    Ü Ski Trips,    Ü Prom Cor    Ü Yearbook al Services	57 .75 .75 .17% .14%  DOI Site  ing Systems  es and Rock Climbing /Club mmittee c Club	
Core academic classes taught by Highly Qualifeachers with Emergency Certificaton.  Percent of teachers in the school with Emergercent of core classes not taught by Hightly  Greenhouse/Landscaping  Media Center/Library  Community Based Projects  Extreme PE  Individual Tutoring  Forestry Program  Individual Learning Plans	fied (NCLB) teacher ency/Provisional C Qualified Teacher Resources Ava Specia	ers.  ertification s  ilable at Scho al Facilities    Ü A+ Learn  cular Activiti    Ü Hiking ar    Ü Ski Trips,    Ü Prom Cor    Ü Yearbook al Services	57 .75 .75 .17% .14%  DOI Site  ing Systems  es and Rock Climbing /Club mmittee c Club	

#### Indicators of Success Based on Historical Data from 2004-05

#### School Achievements/Accomplishments 2004-05

- Ü Development of new curriculum that reflects the mission/vision and improves accountability and academic achievement.
- Ü Development of a financial management department to process all accounts receivable, accounts payable and payroll services internally.
- Ü Implementation of a Student Information System to improve data driven decision making and parental communication.
- **Ü** Making Adequate Yearly Progress in academic achievement as measured by the AZ Learns and No Child Left Behind evaluation process.

## Student Activity Rates for School Year 2004-05

			Arizona	
	% School	% K-6/UE	% 7-8	% 9-12/US
Attendance Rate 4	93	95	94	95
Transfers Out Rates	30	12	12	17
Transfers In Rate <sup>6</sup>	98	28	28	37
Stability Rate 7	69	87	87	82
Promotion Rate 8	73	96	95	81
Retention Rate 9	7	1	1	3
Dropout Rate 10	10	0	1	6
Status Unknown <sup>11</sup>	9	0	1	4
Graduation Rate 12	61	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

#### School Safety

#### School-level Efforts to Ensure a Safe and Healthy Learning Environment

Building relationships and providing opportunities for students to self-govern their actions. Supporting students through the consequences of their choices with the Love and Logic Philosophy. Using a holistic and individualized approach to discipline through the development of Individual Learning Plans. Creation of an In-School Suspension program as an alternative to traditional suspension. Tobacco cessation interventions. Close working relationship with local law enforcement officials.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6):

4

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

#### Contacts

	Name	Phone Number
School Site Council		(928) -
Transportation Policy	Jane Davis	(928) 536-3920
Community Resources	April Vanderpol	(928) 536-4222
School Nutrition Programs	Ed Smith	(928) 536-4222
Parent Organization	Wally DeWitt	(928) 536-4222
Student Health/Nurse	April Vanderpol	(928) 536-4222

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

#### **ACHIEVEMENT PROFILES**

Arizona's Achievement Profiles capture the performance level of every school.

#### **DEFINITIONS:**

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

#### TITLE I TERMS

#### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

#### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

#### Footnotes

- 1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.
- 2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.
- 3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to http://www.ade.az.gov/AIMS/default.asp
- 4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.
- 5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.
- 6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.
- 7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.
- 8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.
- 9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.
- 10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at http://www.ade.az.gov/researchpolicy/DropoutInfo/
- 11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at http://www.ade.az.gov/researchpolicy/DropoutInfo/
- 12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 10 Copies = \$4.00

- \*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.
- \*\* Due to booklet size printing, print copies are produced in multiples of 4.